

Instructions

Kia ora. The questions below are to help InternetNZ understand the triumphs and challenges you have faced to date in your mahi we have supported.

We want to celebrate your successes and understand the obstacles you have encountered so far. This will help us all to learn what we could do differently next time.

This form will be placed on our website for transparency.

Please complete and submit this form no later than the date stipulated in your funding agreement. Should you be unable to meet the deadline, contact us to arrange an alternative date, by emailing funding@internetnz.net.nz. You may not be eligible to apply for further grants from InternetNZ if this is not submitted. The completion of this form should be overseen by someone with an intimate knowledge of the funded mahi.

Mid-project report

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For your convenience, you will find some information for this section has prepopulated from previous forms you have completed. Please amend any details as needed to ensure we have the most accurate information.

Project title *

An investigation of family digital cultures and their impact on digital inclusion.

Amount granted by InternetNZ? *

\$35,200.00

Must be a dollar amount.

Provide a short summary of the work that has been completed so far as part of this project/research. *

An ethics application for the project was obtained through Massey University in June 2020.

An initial review of the literature in May and June, examined the policy and research trajectory of global debates about digital inclusion/equality, and reported challenges faced by New Zealand families during the Covid-19 lockdown periods. Working on the theoretical framework and empirical tools, the literature review also explored Pierre Bourdieu's theory of practice, and the various scholarly work applying his work to the question of persistent inequalities in ICT/digital technology use.

Research Design: Pierre Bourdieu's (1990) work has been usefully applied to studies in educational institutions, but less academic inquiry has focused on applying his theoretical tools to other institutions (France, 2015) such as the 'family', which is the focus of this research project. Bourdieu's central idea that individuals are shaped by economic, social, and cultural 'capital' (upbringing, culture, wealth, social connection, location, and experiences), constituting an individual's 'habitus'. A family setting provides insights into these forms of capital shared by family members, and their influence on daily practice, in this case their engagement with digital technologies. A person's habitus then, is thought to unconsciously influence whether an individual embraces or rejects opportunities as

Grants Round

2020 Grant Round Mid Year Report

Application GR000422019/20 From Dr Caroline Keen

Form Submitted 20 Nov 2020, 1:50pm NZDT

they move through life. These concepts informed the design of research tools, such as the questionnaire and interview guide, as well as the analysis framework.

Recruitment:

The bulk of the data collection has been completed, with fifteen families consisting of 16 parents and 15 teenagers taking part in the study during August and September.

Recruitment aimed to get families from high to low socio-economic groupings, and to ensure representation of Maori and Pacifica families who have been identified as more likely to suffer from digital exclusion (20/20 Trust; Digital Inclusion Footprint). With the help of Sue West, Executive Director of the 20/20 Trust I was able to recruit and interview seven Maori and Pacifica families from lower socio-economic households in West Auckland. Such families may have in the past been recipients of 20/20 Trust services providing digital skills training and devices. Using a snowballing method, an additional eight families were recruited whose children attended medium-high decile schools in the Hibiscus Coast, Auckland. These families were predominantly but not exclusively white middle-class households.

Data collection:

I conducted semi-structured qualitative interviews with both parents and then their teenagers during August and September. The project began with in-person interviews, but I then conducted interviews over Zoom. Parents were interviewed first. Teenagers were asked to complete an online questionnaire, and this was then followed up with an interview. These interviews were recorded. Transcription has been completed along with some preliminary analysis for around two thirds of the sample.

Describe the 'who, what, where, when and why' of your initiative.

When do you anticipate that your mahi will be completed? *

30/04/2021

Must be a date.

If you are uncertain, please provide an estimate.

What are the outcomes of this project so far? *

See above

Describe major achievements of the project so far in terms of benefits for participants and/or others.

What have you learnt so far? *

The challenges presented by this year's Covid-19 pandemic have exemplified the work needed to ensure families are adequately connected to the internet, and are able to access important information, utilise online communications and platforms, along with working and learning online. The questionnaire and interviews yielded some general insights about digital technology use for families while coping with Covid-19 lockdown conditions.

- For larger families, often Pacifica and Maori, children could not always attend a full school day online as they had to time-share digital devices.
- The quality of residential internet connections was an issue. While we know that rural locations can suffer with poor internet connections, it was also an issue for families where parents and children both needed to be online. Using applications like Zoom for some households where parents needed to be in meetings most of the day, meant children's internet access was limited.
- Middle class families generally coped better, both working and learning from home.
- Being at home and having to use digital devices all day exacerbated parents' anxieties about their children's and their own screen time.

Grants Round

2020 Grant Round Mid Year Report

Application GR000422019/20 From Dr Caroline Keen

Form Submitted 20 Nov 2020, 1:50pm NZDT

- Parent's did not always successfully supervise their children's learning from home, and many did not feel equipped to do this.
- Nevertheless, many parents who were able to work from home enjoyed the benefits of not having to commute and having more time with family.

Initial analysis confirms the thesis that family members possess a kind of common 'disposition' toward digital technology, and that this influences children's digital technology experiences and outcomes. When it comes to how digital technology is used, children often mirror the attitudes and motivations of their parents and whanau, affecting their conceptions of how digital technology can impact their present and future life opportunities. Although children all said they had received digital education (notwithstanding variations in this), their assimilation of these digital skills into their personal use at home varied dramatically, reinforcing the importance of the family as a key influence on digital experience, participation, and expectations.

A review of the literature revealed that over time the definition of 'digital inclusion' has been strongly influenced by industry and public policy objectives. An assumption within public and industry discourse that being digitally connected is evidence of societal progress tends to portray that digital exclusion is always about marginalization. However, not all families sought to maximize digital opportunities, seeking instead, a balance between digital and offline activities. Such views were present but not exclusive to Maori and Pacific families.

While Maori and Pacific communities have been identified as struggling with the economic costs of connection and device ownership, it did not necessarily follow that ethnicity itself was a determinant of digital exclusion. Some families, regardless of ethnicity, fell short in terms of the integration of digital technology in everyday life.

These initial insights underscore the importance of this research in understanding why despite digital skills being provided through schools, digital inclusion outcomes for children continue to vary. I will reserve reporting on substantive findings until after the full analysis has been completed.

(For research) What findings have you made so far? (For projects) Describe areas for improvement, challenges or reasons for success.

What (if anything) have you changed in your approach and practices? Why was this necessary?

Before Covid-19, I developed the intended research design which included a face-to-face parent interview and a teenager digital use diary for each family recruited. However, this proved more difficult under Covid-19 conditions. To continue researching under Covid-19 conditions requiring people stay at home during lockdown and exercise social distancing, I reworked the research design, recruitment, and data collection protocols so these could be carried out online. I recruited parents and asked them to register online through a Survey Monkey form. This allowed for the collection of consent, and some demographic information, as well as digital technology use data from parents prior to interview.

Instead of asking teenagers to do a digital diary, I asked them to complete a questionnaire about digital technology use. I then conducted follow up interviews with these teenagers. In some families two teenagers participated. These changes increased the time needed to design online registration and questionnaires, as well as total interviewing time, transcription and the amount of data collected per family.

Although the project was delayed due to shifting the research online, this resulted in being able to adopt a mixed method approach, and more data being collected per family. I was able to get written feedback through a questionnaire, and conduct interviews with teenagers. With fifteen families now interviewed so far, this provides a much larger data set than originally planned. As a data set this provides enough text material to achieve the intended research aims. Although not necessary, I am hoping to interview a few

Grants Round
2020 Grant Round Mid Year Report
Application GR000422019/20 From Dr Caroline Keen
 Form Submitted 20 Nov 2020, 1:50pm NZDT

more parents and teenagers from upper class socio-economic groupings, which may extend the completion date. However, it is anticipated that data analysis will continue through to February after which an key findings document will be written and posted on www.socialresearchnz.com. The expected completion date for this project will be the end of April. Further academic writing will continue after the project is completed.

Describe any changes from the original proposal and the reason the change was required. We may use this information to help others doing similar work.

Which population group/s were affected by this project or program? *

Ethnic and racial groups > Indigenous peoples > Pacific Islanders

Ethnic and racial groups > Indigenous peoples > Māori

Ethnic and racial groups > Pakeha New Zealanders

Please choose only the group/s that were at the very core of this mahi.

Financial report

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Project income and expenditure

Please provide details of any project income (funds received) and project expenditure (funds spent) to date.

Use the 'Notes' column to provide any additional information you think we should be aware of.

Income description	Income type	Confirmed funding?	Income amount (\$)	Notes
			Must be a dollar amount.	
InternetNZ	Philanthropic grants	Confirmed *	\$35,200.00	Research fund
Keen Initiatives	Other income	Confirmed	\$347.82	Vouchers
20/20Trust	Other income	Confirmed	\$304.08	Vouchers
Keen Initiatives	Other income	Confirmed	\$424.23	Travel and food/hospitality
Keen Initiatives	In-kind support	Confirmed	\$869.56	Interview rooms
Keen Initiatives	Other income	Confirmed	\$949.56	technology/software/subscription costs
Keen Initiatives Ltd	In-kind support	Confirmed	\$869.56	Recruitment and admin
Keen Initiatives Ltd	In-kind support	Confirmed	\$869.56	An extra week 40*\$45

Grants Round

2020 Grant Round Mid Year Report

Application GR000422019/20 From Dr Caroline Keen

Form Submitted 20 Nov 2020, 1:50pm NZDT

Keen Initiatives	In-kind support	Confirmed	\$1,800.00	Redevelop methodology to suit online research
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Expenditure

Expenditure description	Expenditure type	Expenditure amount (\$)	Notes
Research design	Salaries and wages	\$3,600.00	Developed interview schedule, but had to redevelop an online research approach
Parent interviews	Salaries and wages	\$6,750.00	Completed 15 parent interviews (60-120 minute interviews = \$450 per interview)
Teen interviews	Salaries and wages	\$6,750.00	Completed 15 teen questionnaire and interviews \$450 per teen)
Transcriptions	Salaries and wages	\$4,200.00	Some transcription still to do - larger data set
Recruitment and administrations	Salaries and wages	\$4,000.00	Due to Covid lockdowns had to shift research to online formats, took more time to set up (in kind contribution above)
Analysis and report writing	Salaries and wages	\$2,000.00	Some prelim analysis done post interviews

Income and expenditure totals

Total income amount

\$41,634.37

This number/amount is calculated.

Total expenditure amount

\$27,300.00

This number/amount is calculated.

Income - expenditure

\$14,334.37

This number/amount is calculated.

Have you experienced any issues with your intended project budget to date? If so, please explain reasons for any major variances or for providing incomplete information:

Due to two Covid lockdowns and peoples' anxiety around face-to-face meetings, it became apparent that the research methodology would need to be adapted to allow for online

Grants Round

2020 Grant Round Mid Year Report

Application GR000422019/20 From Dr Caroline Keen

Form Submitted 20 Nov 2020, 1:50pm NZDT

communication and data collection. This meant that I spent more time than budgeted for on (re)designing recruitment protocols, and designing questionnaires. I also sought to gather additional information from teenagers, so that the data collection included two instead of one interview per family, and an additional online questionnaire. The Zoom platform proved useful, but some interviews were longer than anticipated as parents and teenagers were at home and not as pressured by work commitments during lockdown, increasing the amount of transcription and analysis time required. There were additional costs for online software subscriptions, but the travel and hospitality were slightly less due to transitioning away from in person interviews to interviews through online audio-visual platforms.

Feedback

You are almost at the end of our mid-year reporting process. Before submitting your mid-year report, please take a few moments to provide some feedback.

Please indicate how you found the acquittal process:

Very easy Easy Neutral Difficult Very Difficult

How many minutes in total did it take you to complete this form?

90

Estimate in minutes (i.e. 1 hour = 60 minutes)

Please provide us with your suggestions about any improvements and/or additions to this form that you think we need to consider:

InternetNZ is a membership organisation. Would you be interested in hearing more about becoming a member?

Yes please No thanks I am already a member